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The Navy Family Service Centers (FSCs) were established to improve the quality of working life for Navy personnel and their families by providing local organizations where the social service needs of these individuals could be addressed. However, to reach this target audience, a marketing approach needs to be developed. The authors provide managers of FSCs with a guide to using effective marketing and to increase awareness of FSC products and services. Successful promotional strategies of FSCs are discussed in terms of (a) how products and services are selected and developed, (b) how information gets to potential consumers, and (c) how they are delivered.

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PROMOTIONAL GUIDE FOR NAVY FAMILY SERVICE CENTERS

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October 1985

FOREWORD

This project was conducted to develop an understanding of ways to improve the management of Navy organizations, especially shore establishments staffed primarily with civilians. The present effort was conducted to provide the management and staff of one of the Navy's newest organizations, Family Service Centers (FSCs), with guidance in promoting its activities using marketing research methods. The present effort is one in a series of studies concerned with Navy FSCs.

As part of the present study, the authors reviewed FSC organizational procedures and conducted interviews with the directors, deputy directors, and staff members of three FSCs located in San Diego County. Staff members from the local coordinating office were also contacted.

The project was accomplished under a contract between the Department of the Army and Battelle Memorial Institute (DAAG29-81-D-0100-076 5).

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R. E. BLANCHARD
Director
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SUMMARY

Introduction

The application of marketing concepts and principles to social service organizations is a relatively recent phenomenon. Professional service providers, such as social workers, nurses, physicians, and clinical psychologists, often view marketing as a business activity and consequently not appropriate for a "helping" institution. In the past several years, however, social and human service organizations have had to become aware of and apply marketing principles in order to attract more clients and meet the rising costs of doing business. Similar concerns need to be addressed by Navy Family Service Centers (FSCs). This report is an attempt to provide managers of Family Support Programs and FSCs with a guide to using effective marketing strategies.

Purpose

To help the managers of the Family Support Program (OP-156/NMPC-66) and the FSCs increase awareness of their "products" or services among their potential customers, the authors have prepared a guide that explains how to use various marketing and promotional strategies to achieve that end.

A Marketing Approach

The FSC itself and the activities provided by it are the "products" that need to be promoted. But the products, to be most useful, should evolve from need, in this case the needs of the potential consumers--service members, family members, and commands. To reach this point, FSC managers should clarify the goals and resources of the FSC, identify the needs of the potential consumers, and match the organization's goals with the needs of the consumers. Managers must then design a system for assessing the program once it begins.

The successful promotion of FSCs depends, in part, on (1) how services or products are selected and developed, (2) how information gets to the potential consumers about them, and (3) how they are delivered.

Selection and Development of Products or Services

FSC services can be divided into two types: (1) those that remedy or correct a problem, such as counseling and referral, and (2) those that prevent problems or at least maintain the status quo, such as educational programs.

Remedial services should be responsive to characteristics of potential consumers (e.g., age, work status) and the nature and types of services required by existing clients. Appropriate remedial programs can be identified by conducting interviews and surveys with potential consumers. FSCs can then staff their organizations with individuals who have the expertise to meet the client needs.

Preventive programs are often presented as seminars or workshops. As with remedial programs, offerings should be based on the needs and preferences of potential participants and the history of the acceptance or rejection of past programs.

Communication With the Consumer

Once the needs of potential consumers are understood, managers of FSCs must do the following to effect communication with potential consumers:

1. Determine the promotional objectives.
2. Select the target audiences.
3. Specify the appeals strategy.
4. Choose the appropriate media.
5. Create message content.
6. Indicate scheduling and frequency of message exposure.
7. Develop evaluation criteria.

The Delivery System

A key aspect of any promotional program is the timing and location of services--the when and the where. Factors to consider when planning programs include (1) when to offer it, (2) how long it should last, and (3) how often it should be repeated. Schedulers should carefully consider when prospective users can be present and when they would prefer to have the program presented.

The extent to which potential consumers will use FSC facilities will largely depend on how easily service offerings can be accessed. Promotional messages should give clear and explicit directions, prepared prior to any promotional efforts.

Organizational and Social Influences

Other considerations may also influence attitudes and behaviors towards FSCs, including the commands to which FSCs are attached, key contacts, and opinion leaders.

Communication With Commands

While the immediate FSC concern is to provide preventive and remedial services, the ultimate concern is to serve the command by promoting the readiness and retention of its personnel. The seven elements of a promotional program (e.g., determining objectives, selecting a target audience) should also be used when deciding upon a promotional strategy for obtaining command support and cooperation. .

Key Contacts. Instead of directly communicating with potential users, FSCs can go through intermediaries, that is, individuals who exert influence over the target audience. These key contacts (e.g., commanding officers, executive officers, department heads, and chiefs) can communicate with the target group and convey the promotional information themselves.

Opinion Leaders. FSCs can also go to opinion leaders who can influence people at their own level within the organization. Opinion leaders have impact because they are similar to those they influence, while key contacts generally have influence because of their status in the organization.

Promotional Guidelines for FSCs

Following is a set of guidelines for managers to use in promoting FSCs. It is not necessary that every element be used by every FSC.

(1) Ask the target audience for additional information about what services or programs it needs.

(2) Assign the responsibility for developing a promotional program to staff members who have an interest or skill in advertising and promotion.

(3) Identify the media that will routinely be used for promotional purposes.

(4) In coordination with other FSCs in the area develop a set of "identification elements" that are the same for all centers (e.g., the name, the words and symbols of a logo, an organizational motto or slogan as well as "blurbs" or short messages that describe remedial services that all of the FSCs offer).

(5) Develop a standardized format for each medium which includes the FSC heading, logo or symbol, map of the FSC, telephone number, brief description of the program content, listing of the time, place, and duration, indication for whom the program is designed and whom to call at the FSC for further information.

(6) Test and evaluate promotional efforts to determine which formats work well.

(7) Develop a program description form to be completed by individuals responsible for presenting programs and train individuals to complete these forms.

(8) Select and train individuals who will respond to telephone or other inquiries about the various programs.

(9) Search for media opportunities and develop attractive, eye-catching displays.

(10) Develop an initial campaign for a program that has had wide appeal in the past.

(11) Monitor inquiries by developing an inquiry form.

Since the target audience is generally transient, it is important that certain elements of the promotional messages and communications become standardized across FSCs. If each organization uses its own unique way of promoting itself, potential users may find it difficult to recognize the FSC as they relocate. Therefore, the identification elements of FSCs should remain constant. These elements include the FSCs signature or name, the words and symbols of the logo, an organizational motto or slogan, and "blurbs" or short statements that highlight remedial services.

Evaluation of Promotional Efforts

A system of measurement and evaluation is necessary to maintain an effective promotional program. Two procedures are recommended that assess the effectiveness of the promotional strategies.

Continuous Monitoring

This approach involves the recording of inquiry data, including such things as the date and time of the inquiry, the service of concern to the inquirer, how he or she learned about the program/service, gender of the inquirer, whether military (active duty or retired) or family member, whether the inquiry was made in person or by telephone, inquirer's general response to the information received, any objections or problems, and

which FSC staff member responded to the inquiry. If all of the above information is not available, a subset of data should be decided upon at the local level in order to be able to make some comparisons.

Surveys

Data can be collected by questionnaires sent through the mail or by face-to-face or telephone interviews. The objectives of the questionnaires may vary. Questionnaires may be used to determine the level of awareness of the FSC, its programs and services, or to establish preferences for future program offerings. Surveys should not be used as a substitute for the continuous monitoring of the promotional program.

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INTRODUCTION

One of the reasons for the establishment of the Navy Family Service Centers (FSCs) was to improve the quality of working life for Navy personnel and their families by providing local organizations where the social service needs of these individuals could be addressed. To reach these target audiences a marketing approach must be used to effectively promote FSCs.

In response to this need the authors have developed a guide to help FSCs increase awareness of their organizations among potential customers through the use of marketing strategies. The target audience includes service members (active duty and retired), family members, and commands.

MARKETING NEEDS

The task at hand is to "market" the FSCs. Marketing is usually understood to mean the sale of goods or services by private, profit-oriented companies. While marketing does include those kinds of activities, such a definition is too narrow to capture the true sense of the term. The same principles that apply to the sale of services for profit apply equally well to non-profit, governmental organizations. When considering FSCs, questions may arise as to what products or services are being sold or provided. While it may not usually be conceptualized in these terms, the FSC itself and all of the activities provided by FSCs are "products" that need to be promoted or "sold" to potential consumers who have specific needs.

The essence of the marketing concept is to adopt an approach that proceeds from the ground up, rather than from the top down. In other words, FSCs must not create a package of services and then try to market it to potential consumers. Managers should first establish the goals and objectives of the FSC program and identify the various resources available. They should then determine the needs and desires of the potential consumers. The third step involves matching the goals and resources available with needs and desires of the consumers. Finally, a system should be designed that measures and assesses the effectiveness of the program once it has begun.

Potential Consumers

In attempting to develop an effective promotional program, it is important to accurately identify potential users. FSC charters are specific about providing for the needs of service members, their dependents, and retirees, through remedial, preventive, and informational programs. An often overlooked consumer, however, is the command itself. Navy objectives concerning combat readiness and retention of qualified personnel must not be overlooked. FSCs can do much to relieve operational commands of the burden of dealing with individuals' problems. For this to happen, effective communication links need to be established between FSCs and the commands they are serving.

A Marketing Approach

When goods and services are sold for profit by private companies, four components are generally considered: product, price, distribution, and promotion. These same components can be viewed in the context of non-profit groups such as FSCs. Successful promotion of FSCs depends on: (1) how products or services are selected and developed, (2) how information gets to potential consumers about them, and (3) how they are delivered.

1

Products or Services

Because the resources of FSCs are limited, care must be taken to provide the services most appropriate for the consumers served by a particular FSC.

The choice of service offerings may be erroneously perceived by FSC managers and staff as outside the scope of promotional program planning. Just as commercial product development is affected by the results of research marketing, so should service planning be shaped following studies to determine what people need. When FSC services and products are designed and implemented within the context of a well-planned promotional program, they are less likely to reflect internal organizational interests and more likely to be a response to customer preference.

Services offered by the FSCs can be divided into two basic types: (1) those that remedy or correct a problem and (2) those that prevent a problem or maintain the status quo. Counseling or referral services for those experiencing some significant problems would fall into the first category because they are designed to relieve some undesirable situation or circumstance. Programs such as instructional workshops and seminars fall into the second group because they are designed to avoid problems through enhanced growth and development. FSCs offer both types of services but each type requires different promotional strategies. The distinctions between the goals and methods for promoting the two types of services will be discussed more fully in the section devoted to the communications component of the promotional program. In this section, we will consider the effect of consumer needs on the selection of services within each category.

Planning Remedial Services. Adequacy of remedial services, such as counseling and referral, depends, in large measure, on the expertise of the FSC staff. Because consumers typically contact the FSC first instead of the other way around, FSCs must anticipate or forecast consumer needs in order to hire or contract with individuals who are able to provide appropriate services.

The FSC's decision on which remedial services to offer should be based on two considerations: the characteristics of local potential consumers and the nature and types of remedial services required by actual clients. These considerations can be addressed by:

1. Conducting a series of interviews and surveys using a sample of substantial size and diversity to:

    a. Identify the conditions or circumstances of Navy personnel and their families that might lead to the need for remedial services from an FSC, such as deployments, finding housing, and relocating in a new community.

    b. Identify the biographic, demographic, and service-related characteristics of local Navy personnel and families, such as the number of retirees, young officers receiving training, young enlisteds with small children, and career enlisteds with teenage children.

2. Analyzing the survey results to determine the relationship between needs and potential clients.

Such a program provides a profile of local potential consumers that can serve as the basis for anticipating or forecasting conditions requiring remedial services. These services can include assistance in finding employment for spouses, ways to successfully

cope with separation, and providing information on financial matters. FSC managers can staff their organizations accordingly.

Planning Preventive Services. FSCs ordinarily offer several programs designed to prevent problems and promote growth and development. These preventive services are most often "packaged" in the form of seminars and workshops.

Two types of errors can occur during preventive program planning. One is to not address the needs and preferences of the potential audience, resulting in programs that are undersubscribed and must either be cancelled or held with few participants. An example of this type of error is offering a workshop on child care when the audience consists of an age group with few young children. The second type of error consists of failing to offer programs that would be of more value to customers than those being presented. If this type of error occurs, the clients in the audience are deprived of the services they really need. An example is offering a discussion program for spouses on assertiveness in the workplace when what is more appropriate is a program on how to get jobs.

Educational programs should be based, in part, on the needs and preferences of potential participants as well as on the history of acceptance or rejection by past clients. If the needs and preferences of potential consumers are considered, those who plan and create programs will be more likely to offer those that will be well-attended and effective.

An effective and economical method for obtaining remedial service information was outlined above. That same survey can work as well for gathering data to assist in the selection of preventive programs.

While some FSCs collect and maintain a substantial amount of data quite effectively, others do not. There appear to be two primary reasons why some FSCs have insufficient information about audience reaction to previous programs: (1) The instrumentation to collect the data is inadequate, and (2) there is a tendency to focus on the wrong variables.

Most FSCs use some instrument to accumulate data on client reactions to programs, the most common of which is a program evaluation form. The forms and content differ markedly from one another, however, in both quality and quantity of data generated. Although different program evaluation forms are necessary because of the varying emphasis among the FSCs, conformity to psychometric standards should be instituted so that the resulting information is both reliable and valid. FSCs must also be provided with the methods or techniques for accumulating, processing and analyzing the data. Lacking such a system, it would be difficult or impossible for many FSCs to transform the raw data into meaningful information on which to base program selection. As an example, there is a tendency to rely on gross numbers of participants or head counts to measure success. This assumes that all participants are equal in terms of the desirability of their participation, and that attendance at any one program is as valuable and appropriate to the goals of the FSC program as attendance at any other. For example, it is inappropriate to assume that if 40 people participated in an auto repair and maintenance workshop that it was 10 times more successful than a seminar on child abuse attended by four. While the effective operation of the family car may have implications for the well-being of Navy personnel, the condition of the automobile could hardly be compared with the condition of a child in the family. Yet comparison of head counts from two or more such programs makes precisely that assumption. Thus, data collection instruments or program evaluation forms should contain some items relating to value, rather than merely the immediate reactions in terms of interest and entertainment.

3

Communication with the Consumer

Managers of FSCs must do the following to effect communication with potential consumers:

1. Determine promotional objectives.

2. Select the target audiences.

3. Specify the appeals strategy.

4. Choose the appropriate media.

5. Create message content.

6. Indicate scheduling and frequency of message exposure.

7. Develop evaluation criteria.

Determine Promotional Objectives. FSC managers should begin by asking: What are our objectives? They can be characterized as either informative or persuasive. The intent may be to change attitudes or behavior or merely to obtain acceptance or provoke an inquiry for additional information. Message content, media selection, and divisions about timing and scheduling depend on the objectives.

One method of narrowing the range of objectives is to focus on the effects that the communications is designed to create. The "Hierarchy of Effects Model" is useful in selecting objectives. The model is based on the premise that a product or service will be adopted by a consumer if the following steps are reached:

1. Awareness
2. Interest
3. Evaluation
4. Trial
5. Acceptance

The model is called a hierarchy of effects because usually a person goes through the process in the order given. Table 1 describes the steps from "awareness" to "acceptance" in terms of the seven communications decisions that managers must make in planning a promotional program.

Initially, awareness must be the principal objective of any promotional program. This objective should be maintained until awareness extends to a majority of those in each of the three primary audiences: Navy personnel (active duty and retired), their families, and the commands.

When the promotional objectives are to increase awareness, the communications are ordinarily characterized as informative rather than persuasive in nature. They are aimed at changing attitudes to a greater degree than at changing behavior. To the degree that changes in behavior as a result of communication are sought, the objective is most often to obtain an inquiry about the services rather than actual acceptance of them. We can express such a promotional objective by the following statement. To design communications that will create or change audience attitudes through information that

Table 1

Communications Decisions Using the Hierarchy of Effects Model

Awareness

Promotional
Objectives: To make the recipients of the message aware of the name, location, availability, and basic services offered.

Target
Audiences: Those who are relatively new to the services and provider; those who lack familiarity or experience.

Appeal: Devoted to getting attention and creating in the mind of the audience distinctive, memorable identity.

Media: Those with a broad reach that contain short messages at low cost (e.g., billboards, posters, flyers).

Message: Prominent display of services and provider name and/or logo and brief description of the services.

Schedule: Message saturation, with exposure as frequently as resources allow.

Evaluation: Degree of name recognition and general accuracy of identification and location of service and provider.

Interest

Promotional
Objectives: To provoke curiosity and to motivate the recipients to seek more information.

Target
Audiences: Those who have demonstrated awareness by name recognition and correct identification.

Appeal: Devoted to audience "positioning," indicating for whom the service is intended.

Media: Those that can deliver some verbal message, such as bulletins, flyers, brochures, etc.

Message: Indication of characteristics of those who are to be served and what benefits would result.

Schedule: Relatively high frequency, but less exposure than was used to achieve awareness.

Evaluation: Accurate perceptions of applicability in terms of who will benefit from the services and how.

Table 1 (Continued)

Evaluation

Promotional Objectives:	To provide comparison of the services and provider with alternative courses of action.
Target Audiences:	Those who have developed interest and understand for whom the services have been designed.
Appeal:	The ease of access and involvement as well as the advantages over alternative actions.
Media:	Written materials that can be retained and which contain substantial information about services.
Message:	Content that "positions" the services relative to others and highlights distinctive benefits.
Schedule:	Relatively infrequent, sufficient only to provide retention of the message.
Evaluation:	Image of service and provider relative to other courses of action the audience might take.

Trial

Promotional Objectives:	To obtain initial inquiry and brief participation in the use of a single representative service.
Target Audiences:	Those who know for whom the service has been designed and how it compares with alternatives.
Appeal:	Simplicity of contact and freedom to reject service without obligation.
Media:	Written materials that can convey brief, detailed scenarios of typical initial contacts.
Message:	Portrayal of use of a service by stereotypic audience member.
Schedule:	Sporadic with minimal degree of multiple exposure to the same recipients.
Evaluation:	Degree to which sample service is used by the audience.

Table 1 (Continued)

Acceptance

Promotional Objectives: To enhance perceived value of benefits from trial exposure and promote retention of a favorable image.

Target Audiences: Those who have had trial exposure to the services offered.

Appeal: Based on reinforcement of benefits received and extension of services for other needs.

Media: Materials circulated, such as brochures, flyers, schedules of events, etc.

Message: Extension of services to meet a wider range of audience needs.

Schedule: Sporadic, depending on contact and availability of audience.

Evaluation: Degree to which multiple contacts and services are obtained by clients.

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increases awareness and name recognition and subsequently wins their interest and active inquiry.

Select the Target Audience. The target audiences for FSCs are (1) Navy officers and enlisted personnel (active duty and retired), including those who are married and those who are not, (2) the family members and dependents of these Navy personnel, and (3) the commands to which the FSCs are attached.

Specify the Appeals Strategy. When the promotional objective is awareness, the appeal strategy should be informative rather than persuasive. It should stress growth and development but should not be heavy-handed in doing so. Thus, it is important to portray programs, classes, and seminars as active, entertaining, congenial, and fun. This will require considerable discipline on the part of those who create the communications. There may be a strong temptation to be overly serious and compelling in the appeals rather than light and easy. This is especially true for programs that deal with very serious human problems and those that cause clients substantial discomfort and anguish, such as death, divorce, or illness. Yet, these are precisely the topics and issues that can not be promoted successfully with serious appeals.

Promoters should not be flippant, cynical, or appear frivolous about serious topics. On the other hand, there may be a temptation to use the very grave, serious nature of a particular problem as a means of adding importance and significance to the program and the communications about it. Experienced communications and promotions experts almost always avoid such appeals. People who are experiencing serious difficulties in their lives or who suspect they may have to cope with difficult and painful problems may use denial and distraction as a major mode of defense and even avoidance. Thus, they most often tend to reject appeals that bring them face to face with the uncomfortable issue or situation. On the other hand, they do respond favorably and hospitably to appeals that minimize the discomfort to be experienced during the program and in the future and that provide support and promise for alleviation of pain for successful coping strategies. Thus, all appeals should be as upbeat as they possibly can be without appearing to make light of the problem.

Messages must appeal to the values of the audience, not those composing the messages or providing the programs. When messages are created by FSC staff, there is likely to be a tendency to assume that the audience shares most of the same values and motives. They may not. For example, FSC personnel are likely to be achievement-oriented and to stress "learning" and "growth" as benefits of programs or classes to be offered. The audience, however, may be security-conscious and value such things as contentment, maintenance of the status quo, avoidance of harm and risk, and seek out some fun, excitement, and affiliation with others of similar background. An appeal that says, "Come and enjoy!" will be much more effective for this group than one that says, "Come and grow!" or "Come and learn!"

Choose the Appropriate Media. The most appropriate media for promoting awareness are those having a broad reach and yet contain concise messages. Local FSCs are relying too heavily on some media and ignoring others that might be more appropriate.

1. Message traffic was the dominant mode of promotion of FSC programs to the commands that were served. FSC directors expressed a strong conviction that messages about new programs and services were virtually always read by the officers to whom they were directed.

2.   "The Plan of the Day" was also regarded as an effective medium for presenting promotional information about FSCs.

3.   Other Media. Message traffic and plans of the day as media sources promoting FSC-related activities are probably insufficient and should be supplemented using other media. It is important that the medium contain a single message and that the medium as well as the message be distinctive to gain the attention of the audience.

It is also important that the media convey distinctive signs and symbols, such as a FSC logo and a carefully composed and consistently used slogan or motto. While it may be desirable to include a message concerning a particular program or service, the primary goal remains an increased awareness and recognition of the FSC.

Probably the most effective media for promotion of FSCs are posters, bulletins, and flyers. Such printed material can often be created and produced attractively and economically without highly specialized technical skills. Their display and distribution does not require elaborate and expensive delivery mechanisms. When such media are used, it is important that the visual appeal not be sacrificed for the content.

Create Message Content. To create awareness and recognition, displays of services should include the provider name and/or logo and a brief description of the services. In general, the person who composes promotional messages with little experience or training tends to include too much information in the message. Those who compose promotional messages must understand that they have only a few seconds with which to gain the attention and interest of the reader. Certainly no more than six or eight words will be read and comprehended in a period of a second or so--the time required to glance at a printed message. The message must therefore gain the attention and evoke the interest of those exposed to the piece within that short period. The message should make only one or at most two points, especially important when the objective is awareness and name recognition.

Indicate Scheduling and Frequency of Message Exposure. To create awareness and name recognition the potential customer should be exposed to repeated messages. Given the choice between relatively short, simple messages presented frequently or longer, more complete messages presented occasionally, the FSC should favor the former. The objective is to keep the logo, organization name, slogan or motto, and other identification symbols before the audience as often as possible. Regular, periodic promotional communications to any one audience or group are preferable to an occasional "blitz" of many messages followed by a period of inactivity. The more often the audience encounters the symbols and verbal content identifying FSCs, the greater the effect on awareness.

The promotion of educational programs by FSCs will be on a periodic basis and depend on the types of program being offered at the moment. The scheduling and promotion of individual programs should be coordinated so that there is at least one program being promoted at all times, but only one or two being promoted at any one time.

It is impossible to promote FSCs and their services frequently enough to assure that a message is being presented precisely when potential consumers are experiencing problems requiring remedial services. Consequently, the promotion of remedial services must be sufficiently frequent and regular so that awareness is maintained almost constantly in the minds of a majority of the audience. The goal for FSCs becomes one of perpetual awareness in the minds of potential users. To the degree that this goal is achieved,

consumers will use FSC services when they need to. If the FSC has no clear identity at these critical times, those who need services are likely to remain ignorant of this source of assistance.

Develop Evaluation Criteria. To evaluate a level of awareness, the FSC needs to know the degree to which its name is recognized and the general accuracy of information about the services and the provider among potential users. When such variables are measured through a survey, the task can be accomplished using either aided or unaided recall. Awareness can also be gauged by non-survey procedures.

If aided recall is used to determine awareness, respondents may first be asked if they know of the sponsoring organization, that is, the FSC. If the respondent is unfamiliar with the organization, that is noted. If the respondent answers affirmatively, indicating some familiarity, then the interview would continue. The respondent would be questioned about the key identifying characteristics of the FSC and its services.

With the use of unaided recall, the interviewing procedure is somewhat different. Rather than naming the FSC, respondents are presented with relevant hypothetical situations that might call for FSC-type services. The may be asked to indicate where they would turn for information or assistance if they themselves were in such a situation or experienced such circumstances. The interviewer would probe to obtain the names of as many such sources of help as the respondent can think of. This method is designed to ascertain the degree to which the FSC is considered by the respondents. If awareness and familiarity with the FSC are high, a large proportion of respondents should name the FSC. If, on the other hand, a large proportion of the audience is unaware or unfamiliar with the FSC and its services, then few such respondents will include the FSC in their list of choices.

The principal advantages in using aided recall are simplicity and brevity of the interview. The main disadvantage is that a substantial number of respondents may be tempted to indicate they know of the FSC in order to appear knowledgeable even though they are completely unfamiliar with the organization. This tendency towards misrepresentation can be controlled by asking additional questions to reveal if, in fact, they do know certain key facts about the center.

The major advantage of using unaided recall is the posing to potential clients of hypothetical situations they later recall when an actual problem occurs. The principal disadvantages of this method are the complexity of the process and length of the interview.

The general effectiveness of promotional communications can also be gauged by non-survey means. FSCs can note the number of participants who inquire or attend programs and maintain records of the number of consumers provided with referral and counseling services. The major shortcoming of this approach is the lack of systematic recording, analysis, and reporting. Even when such monitoring is done in a systematic way, the results may still not provide a complete picture of the degree of awareness and familiarity with the FSC. It is certain that all those who do contact the FSC must be aware of it. Failure to contact the center, however, does not necessarily mean lack of familiarity with it. Some prospective users may know of the center and its services but elect not to contact the FSC.

The Delivery System

The promotional program was described as a bridge between the goals and resources of FSCs and the needs and requirements of individuals and commands. The delivery of services, including their scheduling and placement, constitutes the third and final component of the promotional program.

Timing and Scheduling. An effective delivery mechanism for social services such as those provided by FSCs depends principally on the timing and location of the services--the when and the where. These are key aspects of the promotional program, because regardless of how attractive or valuable the services might be to the potential clients and regardless of how effectively information about them is communicated, the services will not be used if they are offered at an inappropriate time or place.

It is important to note that timing and scheduling factors discussed here relate to providing services rather than to communications and messages. Service scheduling involves decisions about timing, duration, and frequency. Thus, the decisions about a specific program, such as a class, seminar, or workshop to be offered by an FSC, should include information about the following: (1) when to offer the program, what day(s) of the week and what time of the day or evening; (2) how long the program should continue, both for any one session and the total number of sessions; and (3) how often the program or sessions should be offered or what criteria should be used for initiating and terminating sessions.

The availability of staff and resources will determine, in part, when programs or services are offered. Of prime importance, however, is the convenience to the potential user. Those who make scheduling decisions must be encouraged to put themselves in the shoes of prospective participants or clients. The scheduler must consider carefully both when the prospective users can be present and also when they would prefer to have the service available. For example, a series of lectures on mid-life crises of men may not be well accepted by a largely masculine audience if given on Monday nights during football season. Sessions on planning for retirement are best given in the evenings because most interested applicants are probably still employed. However, if a segment of the target population works swing shift, daytime sessions or even videotapes of evening sessions would fill the gap.

Placement and Location. Many of the same rules that apply to timing and scheduling apply also to the placement of programs or the location of the service. Ideally, locations are selected for user convenience.

The degree to which potential participants respond to the promotional program and use FSC facilities and services depends on ease of access. Commercial businesses, whose profit depends on the volume of traffic, may spend substantial sums to determine the most promising locations. Organizations with less marketing sophistication may expect their customers to value their products or services enough to seek them out. However, even those who provide important services such as health care find that the size of their patient population depends heavily on the geographic location of the facility and the ease with which the patients can get to it.

It is advisable to provide clear and explicit directions using maps for every location that the FSC consumers must visit, regardless of how easy it may be to find for most users. Explicit directions will be disregarded if they are not needed, but will be available for those who don't know the way.

Printed maps and instructions are easy to create and require no special expertise. It is always advisable to produce a simple map or line drawing and then to test it with several people who are not familiar with the area or place designated. Once the map has been tested and proven effective, the same simple map should be used on every occasion where it is appropriate.

Verbal mapping is often required when instructions are given over the telephone or occasionally in conversation when no printed material is at hand. Each FSC should compose a standard verbal map to direct potential visitors to the center and to other frequently used locations. Without such standard verbal maps, each individual at the FSC who provides telephone instructions or directions is likely to do it differently, using different routes, landmarks and designations.

ORGANIZATIONAL AND SOCIAL INFLUENCES

The promotional strategies outlined in the previous sections focused primarily on the direct influence of those who might use FSC services. The commands to which the FSCs are attached and the commands whose personnel are served have received only secondary attention in much of the earlier discussion. Little consideration has been given to the impact of key contacts and opinion leaders who might affect others' attitudes and behaviors toward FSCs. These organizational and social influences are considered below.

Communications with Commands

The command's attitude toward the FSC will affect its performance and effectiveness. While the immediate purpose of the FSC is service in the form of preventive programs and remedial referral and counseling, the ultimate purpose is to serve the commands by promoting readiness and retention of personnel. Thus, the commands seek a different service from the FSCs than do family units.

Promotional communications with commands require the same basic procedures as described for promotion to consumers. These procedures are listed and discussed below.

1. Determine promotional objectives.

2. Select the target audiences.

3. Specify the appeals strategy.

4. Choose the appropriate media.

5. Create message content.

6. Determine scheduling and frequency of message exposure.

7. Develop evaluation criteria.

Determine Promotional Objectives

The basic objective is to obtain active command support. Directors of each FSC should decide in conjunction with their commands (CO, XO) what services to provide. These goals will differ from one FSC to the next and may change over time for any one center. Thus, an FSC director may seek more active promotion of the FSCs' services

among command personnel at one time period and at another may seek a change in the facilities or some other action.

The objectives should be explicitly stated in a long-range plan. Vague, non-specific, or general statements of objectives should be avoided. Specific objectives ensure a direction for the messages sent and provide a standard or benchmark by which to judge results of the communications.

Select the Target Audience

Individuals who receive and respond to messages must be identified. Because the communications need to be addressed to so few individuals, it is easier to personalize the message. To do this well, it is important for FSC staff to learn as much as possible about the attitudes and preferences of the key individuals within the command. The better the communicator knows the intended recipient of the message, the better able that person is to tailor the message to the recipient.

Specify the Appeals Strategy

Promotional messages should consider the motives and values of the people to whom the message is directed. Some command motives may be obvious, such as the readiness and retention of personnel and the effective operation of the unit. Yet, there may be problems with translating these motives into services appropriate for the FSC. Consequently, it is important for FSC management to regularly interact and communicate with the command to identify and specify how the command's goals can be met through FSC-related activities and services.

Choose the Appropriate Media

Personal contact is generally preferable to written messages. When hard copy is required for the file or a durable record of data or detailed information is necessary, then both personal and non-personal communication is recommended. It is almost always advisable to deliver messages person-to-person and to follow them with written communications when needed. The more often the FSC director and other responsible staff meet or speak directly with those in command the greater their opportunity to learn about their audience.

Create Message Content

FSC directors and others must avoid the temptation to try to get things done through the command by constantly communicating about how bad things are. Trouble and adversity should be handled with as much dispatch and as little publicity as possible. The message content for promotional communications should express realistic promise and opportunity. "Fear appeals" have no place in promotional messages from FSCs to commands.

Determine Scheduling and Frequency of Message Exposure

Both frequency and brevity of promotional communications to the commands are important. While recipients are likely to be busy and would not welcome frequent interruptions with unnecessary messages, they ordinarily do want to be well informed about the activities and performance of the FSC. The solution is to provide informative and even persuasive messages often, but to keep them personal and brief.

Develop Evaluation Criteria

If the goals and objectives to be achieved by contact and communication with the command have been stated explicitly it should be relatively easy to gauge the degree of achievement. As with any other promotional communications, this should be done systematically.

It is important to note that these guidelines are devoted to promotional communication with the command rather than to routine, operational messages. The initial inquiry into the operations of local FSCs indicates overreliance on message traffic. It is advisable that FSC personnel, in particular directors and deputy directors, recognize promotional communications for what they are and to avoid attempts to "kill two birds with one stone" by using a single message for multiple purposes. Doing so reduces the effectiveness of each appeal and makes evaluation impossible.

Key Contacts

Direct promotional communications go from the FSC to the prospective clients. An alternative involves an intermediary, where messages are first directed to key contacts who are most likely to influence the behavior of the target audience. They, in turn, communicate with the audience and in so doing convey both information and an endorsement of the FSC. This two-step flow of communication through key contacts is working when the FSC informs division officers, department heads, leading chiefs and senior petty officers about available services.

This strategy can result in some consumers accepting the FSC as a source of information and assistance. Some key contacts have the sensitivity to detect needs among the people they supervise and may recommend or refer them to the FSC for information or counseling. For the vast majority, however, such behavior would be regarded as "playing chaplain." Nevertheless, those in positions of authority should be informed about the FSCs and encouraged to tell all those under their supervision about their existence.

Opinions Leaders

Opinion leaders influence those within their own social circle. The difference between key contacts and opinion leaders is primarily in the relative status of the influencer. Key contacts are ordinarily supervisors who influence subordinates within some hierarchy. By contrast, opinion leaders are able to influence others not because of their power or status but rather because they are similar to those they influence as well as considered a source of trust. Opinion leaders and those they influence are on the same hierarchical level. Thus, the opinion leaders for non-rated personnel will be other non-rated enlisted men or women; opinion leaders for chief petty officers will be others of the same rank, and so forth.

Rather than try to identify opinion leaders and solicit their assistance in communicating with others, it may be useful for FSCs to "create" opinion leaders in their messages. This strategy might be more appropriate for the promotion of remedial services, such as referral and counseling, where both need for assistance and resistance to it are likely to be highest. This strategy would require the presentation of role models in various scenarios. Models used in such programs should be similar to the target audience. If a special audience, such as blacks or orientals, is the target, then the model should be of the same race. If recruits and non-rated enlisted personnel are the target audience,

then that is the type of model that should be used. They must be portrayed as likable and popular in order to be viewed with admiration. Lastly, they must be successful at coping with the problem.

HOW TO GET STARTED

Development of Preventive Programs

The phrase "preventive program" has been used to represent classes, seminars, workshops, and clinics sponsored or held by FSCs to enhance the growth and well-being of consumers and to prevent problems. These programs are contrasted with such services as counseling and referral which are more remedial in nature. Preventive programs must ordinarily be planned, created, and promoted well in advance of their presentation. There is ordinarily a choice among several topics.

Choice of Programs

FSC staff should select programs that promote individual and family stability. At the present time, the expertise in selecting programs varies widely from one FSC to the next. At some centers the selection is quite systematic and a great deal of care and attention goes into the choice of a program. At others it is relatively informal and depends to a great extent on the skills of staff members.

The variation in program topics and content from one FSC to the next can be explained, in part, by the fact that the target audiences and needs for program materials differ from one location to the next. When the selection process leads to improper or inappropriate choices, it is probably because the choices were not well investigated. Each FSC should have a list of the programs that might be of value to their potential consumers based on surveys and interviews.

Regular communication among the directors and the deputy directors of FSCs would greatly assist in the compiling of a list of potential program offerings, what might be called a program menu. The senior author discovered at his initial visit to local FSCs that most meetings and conferences attended by FSC staff and most communications between offices involve directors but not the deputy directors. This is unfortunate because deputy directors have the primary responsibility for program offerings. Meetings and communications also tend to be internal with little communication among FSCs.

We recommend that communication increase among the deputy directors of the various FSCs. These key personnel should be allowed and encouraged to attend regional, national, and international conferences periodically. When they do, a substantial amount of time on the agenda should be allocated to discussions. Conferences should be designed to permit FSC directors and deputy directors to confer and exchange ideas informally through workshops and rap sessions.

Transfer of ideas about programs could also be encouraged through routine correspondence among FSC directors and deputy directors, facilitated by the creation of a list of names and addresses of all the directors and deputy directors. Communication could also take the form of newsletters or publications to which all FSCs would contribute.

Where several FSCs are affiliated through a central office, coordinators should provide the catalyst for exchange of information regarding program offerings.

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Promotion of Programs

There are two ways to promote FSC programs. One is to "sell" the program so that those exposed to the message know how to sign up and participate. The message carries enough information to inform the potential participant about the nature of the program. The second method involves sparking enough interest so that a further inquiry is made. The goal is to get those exposed to the message to call or visit the FSC to obtain details about the program. This second method is, of course, a much less ambitious goal than obtaining outright acceptance. Generally, it takes much more information and persuasion to get commitment from people to attend a session every Tuesday evening for six weeks than it does to get them to jot down a telephone number and place a call inquiring about the nature of the program.

A model for promoting FSC programs is proposed below. These guidelines should be considered as recommendations only and not as absolutes for a successful program.

1. The objective of an advertising campaign about a forthcoming program should be to get inquiries for further information.

2. FSC managers should identify one or two FSC staff members who have an active interest and skill in advertising and promotion. They should be assigned the responsibility for doing the groundwork for the promotional programs.

3. Staff members responsible for promotion should identify media that will routinely be used for promoting the FSC and should plan to use them regularly. The public becomes accustomed to checking those media where they expect to find certain types of information and announcements.

4. Promotion staff (promoters) should identify for each medium a standard format for the message content, including (a) FSC heading, (b) logo or symbol for print media, (c) map of the location of the FSC, (d) telephone number of the center, (d) individual program title, (e) format for a brief program content outline, (f) indication of place, time, and duration of program (optional), (g) format indicating for whom the program is designed (optional), and (h) an appeal for action in the form of an invitation to call the center, giving the first name of the center contact who can answer questions.

5. Promoters should test the effectiveness of the new formats. If they are encouraging inquiries, forms should be produced for print media that organize the information for individual programs.

6. Individuals responsible for presenting particular programs should complete a "Program Description Form." This form can be used by those responding to inquiries about advertised programs. Information includes:

    (a) Name of the program;

    (b) Name of the instructor, director, or moderator;

    (c) Brief description of the person's qualifications and experience;

    (d) Day(s) and time(s) when the program will be offered;

    (e) Date and time of the first session;

(f) Date and time of the last session;

(g) Place where the program will be presented, including a description of the building and room so that inquirers can picture the setting in their minds;

(h) "Verbal map" of how to get there from one or more familiar places;

(i) Material or substance of what will be presented;

(j) A few words about the manner in which the program will be presented, such as the degree of participation;

(k) Any prerequisites such as fees or materials to bring;

(l) Identification of target audience; and

(m) How the participants will be affected, that is, what they will be able to do or accomplish or what positive things they will experience by becoming a participant.

The last item is very important because the content will provide the basic selling appeal for those responding to inquiries. People must know what they will walk away with after participating in a program in return for the price they must pay in time, effort, or fees.

7.   Promoters should develop a procedure for filling out the program description form that explains how it will be used and why it is important.

8.   Promoters should identify one or more FSC staff who will respond to inquiries about the programs. They should pick individuals who are interested in people and capable of building enthusiasm in others for the programs.

9.   Promoters should train those who will be "selling" the programs by responding to public inquiries. They need to become familiar with the program description form and be able to suggest modifications that will make the forms more usable. (One way they can analyze the effectiveness of the forms is to complete two or three using programs that have been offered in the past.) They should role-play with staff members who take the parts of interested but reluctant callers or visitors.

10.   Promoters should teach them how to ask for commitment in whatever form is appropriate, such as agreeing to sign up for the program.   They should avoid being aggressive or pushy.

11.   Promoters should seek out other media opportunities and enlist the help of everyone at the FSC. They should consider every possible alternative, including other Navy agencies and offices. They should look for places where dependents and families might see ads for programs, such as child care centers, the commissary, and the like. A list of possible places can grow out of a "brainstorming" session among staff.

12.   Promoters should use colorful poster paper of various sizes and place them in as many high-traffic locations as possible, including bulletin boards and inside window displays.   They should use "tear-offs" and handbills or flyers where many potential members of the target audience gather. Where possible, they should obtain permission from those in authority for use of locations for poster placement or handbills. They

should ask for a brief note giving permission so that there will be no problems later if the person is not present when new material is to be placed. Each location and medium should be identified in a manner that allows for easy evaluation as to effectiveness.

13.   FSCs should begin an advertising campaign with a program that has wide appeal and interest that may have been identified from a needs assessment survey or from specific consumer requests.

14.   Program leaders should determine what an optimum number of participants is for each program. Both minimum and maximum numbers should be described. In that way, people answering inquiries will be able to gauge how hard they must push for commitment and when to indicate that a program is closed to further participants. Promotional material should be removed from display areas as soon as a program has begun, been cancelled, or postponed.

15.   Promoters should monitor the inquiries by keeping a running tally of: (a) date, day, and time of inquiry, (b) where or how the caller or visitor learned of the program (to monitor media performance), (c) gender of person inquiring, (d) whether military or family member, (e) whether telephone or in person, (f) whether acceptance, hesitation, or rejection, (g) nature of any objections, and (h) person responding to the inquiry. This should be done for those who commit to the program and those who do not. A simple check list can be developed for this purpose.

The goal of such an evaluation program is to improve performance. With proper monitoring and recording of the inquiries, data will be accumulated about the effectiveness of the various media. Based on that information, some media may be dropped while others may receive greater attention.

Delivery of Programs

The basic goal of the delivery system is to make participation as easy and simple as possible. This is especially important for the promotion of human services programs because the people who need them the least are generally the most willing to participate. By contrast, those who need these services the most are generally reluctant to exert any effort to obtain them. To win the participation of those who would benefit the most from FSC programs, the delivery mechanism should be as sensitive as possible.

Delivery of a service primarily concerns time and place and secondarily the method of program presentation. Programs should be offered during the times and at the places most convenient for the participants rather than for those presenting the program. Whenever feasible, programs should be conducted as near as possible geographically to the intended participants. Thus, it may be advisable to offer programs at locations other than FSC facilities or the base where the FSC is located. Alternate locations should be judged by how easily participants will be able to find them and travel to them.

Two other aspects deserve mention. First, it is important to provide adequate directions so that those who are to participate in a program will be able to find the location easily and quickly. This is discussed earlier in this report as a strategic element of the promotional program for FSCs. The second aspect of the program delivery mechanism is the acquisition of data to be used for feedback and evaluation. Since the promotional campaign for programs should be oriented towards inquiry rather than acceptance of a program, the inquiries themselves provide a valuable source of information about the times and locations that would be preferred by participants. It may be

desirable to include on the record or log of inquiries an item or two which requests callers or visitors to indicate their preferences. For example, when inquirers decline to attend a program because of its timing or location, they might be asked when and where they would prefer the program be held. It is not advisable to change the location or timing of a program once its promotion has been initiated, but the information could be used in the planning and implementation of future programs.

Remedial Service Development

Counseling and referral services are considered to be remedial services because they are devoted to providing problem remedies. Remedial services generally need to be provided on demand. Resources such as counselors or advisors as well as lists of referral agencies must be available and in place in order to be useful.

Service Preparation

Remedial offerings provided by FSCs are more accurately characterized as "generic" rather than as "specific" services. In contrast to the preventive programs where specific topics are chosen to address specific problems, the generic remedial services require that an array of resources and expertise be in place prior to such services being offered. The general nature of the problems or difficulties that might be experienced must, therefore, be accurately predicted.

Preparation for remedial services is primarily a matter of staffing and only secondarily one of decisions, gathering of materials, etc. The major emphasis must be on recruitment, selection, training, promotion, and turnover of FSC staff members. These functions are beyond the scope and nature of promotional communications.

Service Promotion

The major goal of promoting counseling and referral services of FSCs is to establish awareness of the FSC and its services. Potential users must first learn that the FSC provides such services. This awareness must be constantly reinforced. In this way, when problems arise, the FSC will be identified as a source of possible solution.

The population of potential users of FSCs is a relatively transient population. Most Navy people move from one geographic location to another every few months or years and thus move from one FSC to another. Therefore, it is important that certain elements of the promotional messages and communications become standardized. If each FSC devises and uses its own unique identification elements in its promotional communications, there will be little or no "transfer" of awareness or familiarity as potential consumers relocate. One reason that large commercial retail chains or franchises strive for homogeneity is to simplify recognition. Therefore, no matter where their customers move or travel they will recognize the firms' outlets.

Those elements that designate the agency as the sponsor of the communication should be standardized among all FSCs. This standardization can only be accomplished by the creation of a single format by the Family Support Program office.

The elements include; (1) the agency name or signature, (2) the words and symbols that constitute the logo, (3) the slogan or byword that is the agency motto, and (4) the set of phrases or sentences that might be designated as the blurbs. The creation of these promotional message elements is beyond the scope of this paper and could best be

accomplished by an advertising or public relations agency. However, some general guidelines deserve mention.

Signature. The name of the FSC should appear prominently on every advertising or promotional message. It should always be listed in precisely the same way. During this study the authors found the name variously listed as: Navy Family Service Center, Navy Family Service, Family Service Center, and Family Service. Often two or more names were used by the same center to designate the FSC. Promoters should always use the same name and to include the word "Navy" with the signature in both internal and external communications even though it will not always be required. In other words, the necessity for standardization takes precedence over the economy of deleting a superfluous word.

Logo. The logo is a symbol or set of symbols in a standard format. The purpose of the logo is to provide quick recognition and identification of a product, service, brand, company or organization. A good logo should be simple and uncluttered. Too often a string of words or phrases is included together with the verbal signature on the logo. This is not advisable because it is difficult to remember.

It may be useful to use a particular type face for the FSC signature, but it will be more effective if it is separate from the logo. When words are used on, in, or with a logo, they should be specific to the services provided rather than abstractions. Words such as "resources" or "services" are too vague. Those who see the logo are not told what resources are available or what services are offered. Words such as "instruction," "advice," "assistance," "problem-solving," and "guidance" all have more meaning that "service" or "resources." Put briefly, the logo and the words used with it should have concrete meaning to all potential consumers.

Motto. The purpose of a motto or slogan is to indicate the basic goal or reason for the organization. It should be short, simple, and above all meaningful to potential clients. It may be used with the logo or in close conjunction with it, but it would be best if it were not on or in the logo itself. The motto should be specific and meaningful. A motto such as, "To enrich lives of Navy personnel and their families" is probably too vague to be effective. This motto may lead to the question, "How will the FSC enrich my life?" The same guidelines noted in the discussion of the logo also apply to the agency motto.

Blurbs. Unlike the signature, logo, and motto, blurbs are not common elements of a promotional campaign. The term most often applies to the short statements about the author or content of a book that are printed on the flap of a book jacket. In the context of FSC advertisements or promotional material, blurbs highlight the availability of remedial services, such as counseling or referral, although used primarily in messages designed for promoting preventive programs.

Service Delivery

The delivery of remedial services also involves the selection of times and places. In this case, the range is more limited. Ordinarily, remedial services will be provided at the FSC if they are to be obtained in person. If not, such services as referral may be provided by telephone. Often, the service provision will require a visit from the individual or family seeking assistance. It is important to the effective delivery of remedial services that a verbal map, such as described earlier, be composed and prominently posted or readily available to everyone at the FSC when they are speaking on the telephone. Those who call seeking counseling or referral may sometimes be acutely distressed or in a

relatively confused state of mind because of the problems they are experiencing. Thus, it is important they they be provided clear, concise directions on how to find the FSC.

It is advisable to establish criteria for assigning priorities to individual inquiries for counseling at those centers that have substantial traffic relative to staff availability. This is preferred to a "first come, first served" policy if the case load is so heavy that an extended delay is required between inquiry and the initial appointment. When and if priorities are to be used they should be based on criteria regarding the severity of the problem or the distress that prompted the inquiry. Those within the FSC are the best judges for assigning priorities and for deciding when such priorities should be used.

EVALUATION MECHANISMS

Monitoring and measurement are necessary for development of an effective communications program. There are actually two different and distinct types of data collection required for evaluation of the promotional communications program-- continuous monitoring and individual surveys. It is important to make clear that the purpose of evaluation is to assess the effectiveness of the various programs and communications strategies and not the individuals associated with them.

Continuous Monitoring

This approach involves collecting data for use in a management information system. Data modifications and updates should be relatively easy to make.

Recording Inquiry Data

A method of monitoring the effects of promotional efforts for preventive programs is the systematic maintenance of an "inquiry log" or record of the calls or visits for which inquiries are made. All calls or visits involving an inquiry should be recorded, summarized, analyzed, and interpreted periodically. However, if this task becomes too cumbersome, some basic information should still be collected from everyone (such as the program of interest, whether they will attend, and the source of the promotional information). Detailed information can also be obtained from a sample of people who make an inquiry.

Monitoring inquiries for both preventive programs and remedial services can be accomplished with the same data collection recording form. Inquiries should be recorded for both those who commit to the program or seek services as well as those who do not. For each inquiry, the record should indicate:

1. Date, day, and time of inquiry.

2. Program or service about which person inquired.

3. Where and how he or she learned of the program (what medium).

4. Sex of person inquiring.

5. Whether military or family member.

6. Whether made by telephone or in person.

7. Whether acceptance, hesitation, or rejection.

8. Nature of any objections.

9. FSC person responding to the inquiry.

The precise format for the inquiry log is a matter of individual preference. There are no strict, technical requirements regarding the format as there are for survey data collection forms or questionnaires. It is important that each of the entries be made correctly and consistently so that the data acquired will be comparable and acceptable for analysis and interpretation.

Collecting Program Evaluation Data

The effectiveness of promotional programs can be evaluated, in part, by the inquiry log and by an indication of the number of people who actually take part in any given program. Additional data are required, however, for evaluating the success and effectiveness of a program and for planning and promoting future programs. Thus, it is important that those who have attended a program be given the opportunity to report their reactions and evaluations of it. A model program evaluation form is provided in Appendix A. This form can be modified to fit the needs of a particular program or FSC.

Survey Research

Surveys of potential FSC consumers are additional means of obtaining information concerning the effectiveness of the promotional programs. Surveys should not be considered a substitute for the continuous monitoring of the promotional program but rather as supplementary to it.

Collecting Survey Data

If a survey is to be conducted by an FSC, the first step is to identify the target audience from which a sample is to be selected. For example, a survey might include only commissioned personnel or only military personnel but not the families, or only the families of enlisted people. Any combination is possible. Survey data can be collected by mail through self-administered questionnaires or by telephone or personal interviews.

The Survey Questionnaire

Awareness level can be measured with the use of either aided or unaided recall techniques. The aided recall method is recommended here because of its simplicity and ease of data collection and analysis. A survey instrument using the aided recall approach while controlling for "false claims" of awareness (the most important flaw in this technique) is contained in Appendix B--Model Survey Questionnaire. This instrument could be used as is or be modified to conform to the special needs of a given FSC.

APPENDIX A

PROGRAM EVALUATION FORM

Program Evaluation Form

Please answer the following questions to help us improve and maintain the qualify of the programs we present. Your answers will be absolutely confidential, so you can be completely honest. Your opinions are important and helpful to us, whether they are positive or negative.

Please circle a word or phrase beside each item below, to show your opinion about it.

The Facility

The room where the sessions were held was	Comfortable	Just O.K.	Uncomfortable	11
The place where the program was presented was	Convenient	Just O.K.	Inconvenient	12
The time of day the sessions were held was.	Convenient	Just O.K.	Inconvenient	13
The day(s) of the week the program was offered were .	Convenient	Just O.K.	Inconvenient	14
The length of each session was.	Too long	About right	Too short	15
The number of sessions held was	Too many	About right	Too few	16

The Leader

Did you like the program leader as a person?.	Very much	Somewhat	Not much	17
Did the leader encourage people's participation?. . .	Very much	Somewhat	Not much	18
Was the program leader well prepared?	Very much	Somewhat	Not much	19
Did the leader seem to know the material well?. . . .	Very much	Somewhat	Not much	20
Was the leader enthusiastic about the material? . . .	Very much	Somewhat	Not much	21
Did the leader show interest in those attending?. . .	Very much	Somewhat	Not much	22
Was the leader able to explain things well?	Very much	Somewhat	Not much	23
Did the leader show patience with those attending?. .	Very much	Somewhat	Not much	24
Would you say the leader was cheerful and friendly? .	Very much	Somewhat	Not much	25

The Material

How understandable was the material presented?. . . .	Too hard	About right	Too easy	26
How was the pace the material was presented at? . . .	Too fast	About right	Too slow	27
Did you find the program to be entertaining?.	Very much	Somewhat	Not much	28
Did the program usually hold your interest?	Very much	Somewhat	Not much	29
Was the material presented well organized?.	Very much	Somewhat	Not much	30
Did the program have much value to you?	Very much	Somewhat	Not much	31
Did the program cover the material you expected?. . .	Very much	Somewhat	Not much	32
Would you do it again, knowing what you know now? . .	Definitely	Maybe so	Certainly not	33
Would you recommend this program to your friends? . .	Definitely	Maybe so	Certainly not	34

Program Evaluation Form (continued)

Please circle one number beside each statement to show how much you agree or disagree with it.

The program was rather dry and boring	Agree	1	2	3	4	5	Disagree	35
This has been a very enjoyable experience	Agree	1	2	3	4	5	Disagree	36
The information was very useful to me	Agree	1	2	3	4	5	Disagree	37
This will help me solve important problems. . . .	Agree	1	2	3	4	5	Disagree	38
I don't think I will use this information much. .	Agree	1	2	3	4	5	Disagree	39
This is something I will recommend to others. . .	Agree	1	2	3	4	5	Disagree	40
I am certainly glad I attended this program . . .	Agree	1	2	3	4	5	Disagree	41
I didn't learn much I can actually apply.	Agree	1	2	3	4	5	Disagree	42
What I learned will help me for a long time . . .	Agree	1	2	3	4	5	Disagree	43
The material didn't apply to me or my family. . .	Agree	1	2	3	4	5	Disagree	44
I learned things of real value to me.	Agree	1	2	3	4	5	Disagree	45
Overall, this was an excellent program.	Agree	1	2	3	4	5	Disagree	46

Briefly, what did you like best about the program or find most valuable about it?

_____ 47

_____ 48

Briefly, what did you like least or what would you like changed about the program?

_____ 49

_____ 50

Please answer a few questions about yourself, so we can plan better programs for others like you.

Sex: [1]___Male [2]___Female   Age: ___Years   Married? [1]___yes   [2]___no 51-54

Number of children living in your home: ___Children   Are you: [1]___Military [2]___Family 55-56

Is military member: [1]___Commissioned [2]___Enlisted   How many years in service? ___Years 57-59

How many other Family Service Center programs have you attended before this one?   ___Programs 60-61

How did you learn about this program? Who told you about it or where did you read about it?

_____ 62-63

Program title:_____ Start date__/__/__ Instructor:_____ 64-70

Thank you for attending and for recording your evaluations.

APPENDIX B

MODEL SURVEY QUESTIONNAIRE

Client Audience Awareness Questionnaire

Hello, my name is (first name), and I'd like to ask you a few questions for a brief survey we are conducting. Your answers will be strictly confidential, and you won't be contacted by us again.

Have you ever heard of the Navy Family Service Centers?

    [1]___Yes (Continue.)   [2]___No (Go to last section.)

What is the purpose of a Navy Family Service Center? What do they do?

    [1]___Any correct answer (Continue.)   [2]___Any incorrect answer (Go to last page.)

How long ago did you first learn about a Navy Family Service Center?   ___Months   ___Years

How did you first learn about a Navy Family Service Center?

    [1]___Through orientation or training   [2]___Message or Plan of the Day

    [3]___Other form of Navy announcement   [4]___Referral from other agency

    [5]___Supervisor or superior   [6]___Friend or associate

    [7]___Spouse or family member   [8]___Bulletin board, poster, flier

    [9]___Saw the center   [0]___Other means: (Specify:)_____

Where were you located when you first learned about a Navy Family Service Center?

    [1]___This base or location   [2]___Some other base or location

Where did you most recently hear or see something about a Navy Family Service Center?

    [1]___Through orientation or training   [2]___Message or Plan of the Day

    [3]___Other form of Navy announcement   [4]___Referral from other agency

    [5]___Supervisor or superior   [6]___Friend or associate

    [7]___Spouse or family member   [8]___Bulletin board, poster, flier

    [9]___Saw the center   [0]___Other means: (Specify:)_____

When did you most recently hear or see anything about a Navy Family Service Center?

    ___Days ago   ___Weeks ago

    ___Months ago   ___Years ago

Can you tell me the location of the nearest Navy Family Service Center?

    [1]___Correct answer   [2]___Incorrect answer   [3]___Don't know

Have you ever called or visited a Navy Family Service Center?

    [If so:]   How many times have you called? ____   How many times have you visited? ____

Has anyone else in your family ever called or visited a Navy Family Service Center?

    [If so:]   How many times have they called? ____   How many times have they visited? ____

I'm going to list some problems or needs people sometimes have, and I'd like you to say if you'd expect people to get that kind of help at a Navy Family Service Center:

___ Financial advice	___ Drinking too much	___ Trouble finding dates
___ Problem with your child	___ Frequent depression	___ A really bad supervisor
___ People out to get you	___ Care for a tooth ache	___ Spouse always nagging
___ Day care for young kids	___ Legal problems	___ Advice for pregnant women
___ Hooked on some drug	___ Problems making new friends	___ Being too shy or bashful
___ Some medical condition	___ Too much tension or stress	___ Spouse wants to separate
___ Child who is arrested	___ Serious money problems	___ Dependent can't find a job
___ Where to go for recreation	___ Relocation problems	___ Finding a loan
___ Spouse seeing somebody else	___ Getting emergency leave	___ Problems with parents
___ Help getting an education	___ Advice about shipping over	___ Getting emergency money
___ Always fighting with spouse	___ Getting free travel	___ Help getting transferred
___ Service for Navy retired	___ Husband who beats his wife	___ Being too nervous or jumpy
___ Unwanted pregnancy	___ Venereal disease	___ Training for a Navy job
___ Coping with loneliness	___ Advice about housekeeping	___ Car care training

- —

[Restart here.]   Record sex of respondent: [1]___Male   [2]___Female

Now just a few questions about yourself.

What is your age group? Twenties, thirties, forties, . . .   ____Age group

What is the last year of formal education you have completed?   ____Years

Are you married? [1]___Yes   [2]___No   How many children in your home, if any? ____Children

    [If children in home:] What is the age of your youngest child at home? ____Years

    [Ask status if not known:]   [1]___Officer   [2]___Enlisted   [3]___Dependent

How long have (you, he, or she) been in the service?   ____Months   ____Years

    [Thank respondent and terminate interview.] Date:___/___/___   Time:_____   ID:_____